

# L.PSY 231 (1): Sensation & Perception

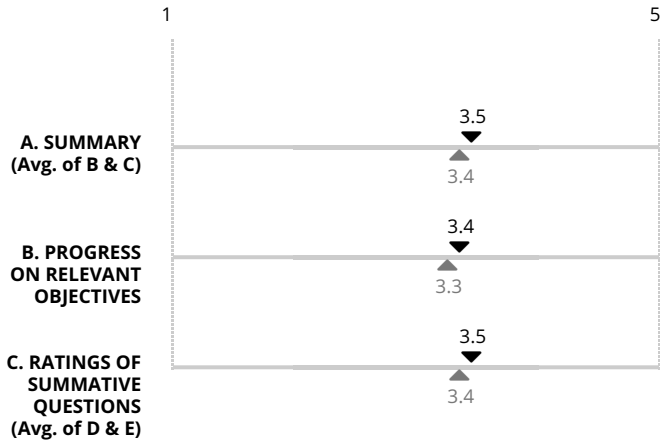
Spring 2017 | Jake Kurczek | Course CIP Code: 42.01

25 | Students Enrolled  
 14 | Students Responded  
 56% | Response Rate

## Summative

▼ | Adjusted  
 ▲ | Raw  
 [ ] | 3 Point Plus/Minus

**Your Average Scores**  
5 Point Scale



**Your Overall Mean Ratings**  
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	3.6	3.7
E. Excellent Course	3.1	3.2

**Your Overall Converted Ratings**

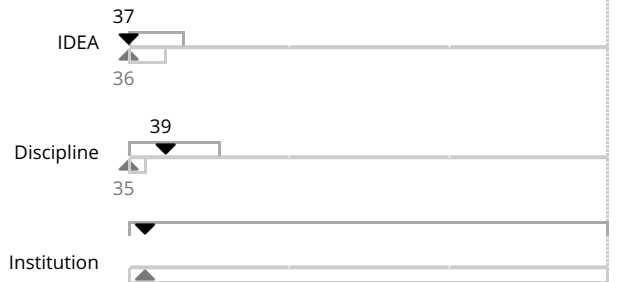
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	38	40
Discipline	37	40
Institution		
E. Excellent Course		
IDEA	33	33
Discipline	31	36
Institution		

**Converted Average Buckets**  
Based on a Bell Curve

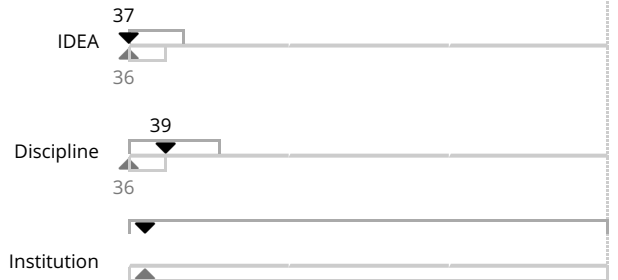
Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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**Your Converted Average**

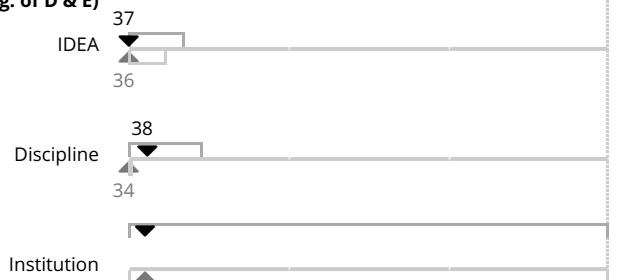
**A. SUMMARY (Avg. of B & C)**  
 37                      44                      55                      63



**B. PROGRESS ON RELEVANT OBJECTIVES**



**C. RATINGS OF SUMMATIVE QUESTIONS (Avg. of D & E)**



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	3.1	3.1	21	29	29	29	29	32		
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3	3.1	36	29	33	35	34	38		
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	E	3	3	36	29	29	29	29	32		
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.2	3.2	29	29	33	33	33	36		
Acquiring skills in working with others as a member of a team	M	3.1	3.3	21	36	38	41	42	46		
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.4	3.8	14	43	45	50	48	54		
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.1	3.3	21	29	38	41	42	47		
Developing skill in expressing myself orally or in writing	I	3.4	3.6	21	43	41	44	42	46		
Learning how to find, evaluate, and use resources to explore a topic in depth	E	3.6	3.8	7	50	43	46	44	47		
Developing ethical reasoning and/or ethical decision making	M	3.2	3.3	21	36	38	40	39	43		
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3.6	3.6	14	50	42	43	42	45		
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.3	3.5	29	43	38	41	37	43		
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.2	3.2	14	29	40	40	43	45		

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.5	53	54	
Difficulty of subject matter	4	62	63	

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	4	54	54	
I really wanted to take this course regardless of who taught it.	3.6	50	49	
When this course began I believed I could master its content.	3.3	33	36	
My background prepared me well for this course's requirements.	3.1	35	35	

**Formative**

<b>Teaching Essentials</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
Demonstrated the importance and significance of the subject matter	3.9	7% (1 or 2) 71% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.1	0% (1 or 2) 71% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	3.4	21% (1 or 2) 36% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	3.9	7% (1 or 2) 50% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.6	21% (1 or 2) 50% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

<b>Reflective and Integrative Learning</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	3.8	21% (1 or 2) 64% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	3.9	14% (1 or 2) 64% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	3.7	14% (1 or 2) 57% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	3.8	14% (1 or 2) 57% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.1	0% (1 or 2) 86% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.7	14% (1 or 2) 57% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

<b>Collaborative Learning</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
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<b>Active Learning</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4	0% (1 or 2) 64% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	3.9	14% (1 or 2) 71% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

## Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasionally</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<b>Found ways to help students answer their own questions</b>	0% (0)	21.43% (3)	21.43% (3)	28.57% (4)	28.57% (4)	14	0	1.11	3.64
<b>Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)</b>	0% (0)	21.43% (3)	14.29% (2)	28.57% (4)	35.71% (5)	14	0	1.15	3.79
<b>Encouraged students to reflect on and evaluate what they have learned</b>	0% (0)	14.29% (2)	21.43% (3)	28.57% (4)	35.71% (5)	14	0	1.06	3.86
<b>Demonstrated the importance and significance of the subject matter</b>	7.14% (1)	0% (0)	21.43% (3)	35.71% (5)	35.71% (5)	14	0	1.1	3.93
<b>Formed teams or groups to facilitate learning</b>	0% (0)	0% (0)	21.43% (3)	35.71% (5)	42.86% (6)	14	0	0.77	4.21
<b>Made it clear how each topic fit into the course</b>	0% (0)	0% (0)	28.57% (4)	28.57% (4)	42.86% (6)	14	0	0.83	4.14
<b>Provided meaningful feedback on students' academic performance</b>	0% (0)	14.29% (2)	28.57% (4)	28.57% (4)	28.57% (4)	14	0	1.03	3.71
<b>Stimulated students to intellectual effort beyond that required by most courses</b>	0% (0)	14.29% (2)	28.57% (4)	21.43% (3)	35.71% (5)	14	0	1.08	3.79
<b>Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding</b>	0% (0)	0% (0)	35.71% (5)	28.57% (4)	35.71% (5)	14	0	0.85	4
<b>Explained course material clearly and concisely</b>	14.29% (2)	7.14% (1)	42.86% (6)	0% (0)	35.71% (5)	14	0	1.39	3.36
<i>The Instructor:</i>									
<b>Related course material to real life situations</b>	0% (0)	0% (0)	14.29% (2)	57.14% (8)	28.57% (4)	14	0	0.64	4.14
<b>Created opportunities for students to apply course content outside the classroom</b>	0% (0)	14.29% (2)	28.57% (4)	28.57% (4)	28.57% (4)	14	0	1.03	3.71
<b>Introduced stimulating ideas about the subject</b>	0% (0)	7.14% (1)	42.86% (6)	7.14% (1)	42.86% (6)	14	0	1.06	3.86
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	0% (0)	14.29% (2)	35.71% (5)	14.29% (2)	35.71% (5)	14	0	1.1	3.71
<b>Inspired students to set and achieve goals which really challenged them</b>	0% (0)	21.43% (3)	28.57% (4)	14.29% (2)	35.71% (5)	14	0	1.17	3.64
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	0% (0)	7.14% (1)	42.86% (6)	21.43% (3)	28.57% (4)	14	0	0.96	3.71
<b>Asked students to help each other understand ideas or concepts</b>	7.14% (1)	0% (0)	28.57% (4)	28.57% (4)	35.71% (5)	14	0	1.12	3.86
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	0% (0)	14.29% (2)	14.29% (2)	35.71% (5)	35.71% (5)	14	0	1.03	3.93
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	0% (0)	14.29% (2)	21.43% (3)	35.71% (5)	28.57% (4)	14	0	1.01	3.79

<i>Describe your progress on:</i>	<b>No Apparent Progress</b>	<b>Slight Progress</b>	<b>Moderate Progress</b>	<b>Substantial Progress</b>	<b>Exceptional Progress</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)</b>	7.14% (1)	14.29% (2)	50% (7)	14.29% (2)	14.29% (2)	14	0	1.06	3.14
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	7.14% (1)	28.57% (4)	35.71% (5)	14.29% (2)	14.29% (2)	14	0	1.13	3
<b>Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)</b>	7.14% (1)	28.57% (4)	35.71% (5)	14.29% (2)	14.29% (2)	14	0	1.13	3
<b>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</b>	0% (0)	28.57% (4)	42.86% (6)	7.14% (1)	21.43% (3)	14	0	1.08	3.21
<b>Acquiring skills in working with others as a member of a team</b>	14.29% (2)	7.14% (1)	42.86% (6)	21.43% (3)	14.29% (2)	14	0	1.19	3.14
<b>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</b>	7.14% (1)	7.14% (1)	42.86% (6)	21.43% (3)	21.43% (3)	14	0	1.12	3.43
<b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>	7.14% (1)	14.29% (2)	50% (7)	14.29% (2)	14.29% (2)	14	0	1.06	3.14
<b>Developing skill in expressing myself orally or in writing</b>	0% (0)	21.43% (3)	35.71% (5)	28.57% (4)	14.29% (2)	14	0	0.97	3.36
<b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>	0% (0)	7.14% (1)	42.86% (6)	35.71% (5)	14.29% (2)	14	0	0.82	3.57
<b>Developing ethical reasoning and/or ethical decision making</b>	7.14% (1)	14.29% (2)	42.86% (6)	21.43% (3)	14.29% (2)	14	0	1.08	3.21
<b>Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view</b>	0% (0)	14.29% (2)	35.71% (5)	28.57% (4)	21.43% (3)	14	0	0.98	3.57
<b>Learning to apply knowledge and skills to benefit others or serve the public good</b>	0% (0)	28.57% (4)	28.57% (4)	28.57% (4)	14.29% (2)	14	0	1.03	3.29
<b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	7.14% (1)	7.14% (1)	57.14% (8)	14.29% (2)	14.29% (2)	14	0	1.01	3.21
<i>The Course:</i> <i>On the next two items, compare this course with others you have taken at this institution.</i>	<b>Much Less than Most Courses</b>	<b>Less than Most Courses</b>	<b>About Average</b>	<b>More than Most Courses</b>	<b>Much More than Most Courses</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Amount of coursework</b>	0% (0)	7.14% (1)	50% (7)	28.57% (4)	14.29% (2)	14	0	0.82	3.5
<b>Difficulty of subject matter</b>	0% (0)	0% (0)	28.57% (4)	42.86% (6)	28.57% (4)	14	0	0.76	4
<i>For the following items, choose the option that best corresponds to your judgment.</i>	<b>Definitely False</b>	<b>More False than True</b>	<b>In Between</b>	<b>More True than False</b>	<b>Definitely True</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>As a rule, I put forth more effort than other students on academic work.</b>	0% (0)	7.14% (1)	21.43% (3)	35.71% (5)	35.71% (5)	14	0	0.93	4
<b>I really wanted to take this course regardless of who taught it.</b>	7.14% (1)	0% (0)	42.86% (6)	21.43% (3)	28.57% (4)	14	0	1.11	3.64
<b>When this course began I believed I could master its content.</b>	14.29% (2)	21.43% (3)	14.29% (2)	21.43% (3)	28.57% (4)	14	0	1.44	3.29
<b>My background prepared me well for this course's requirements.</b>	7.14% (1)	35.71% (5)	21.43% (3)	14.29% (2)	21.43% (3)	14	0	1.28	3.07
<b>Overall, I rate this instructor an excellent teacher.</b>	7.14% (1)	14.29% (2)	28.57% (4)	14.29% (2)	35.71% (5)	14	0	1.29	3.57
<b>Overall, I rate this course as excellent.</b>	14.29% (2)	7.14% (1)	42.86% (6)	21.43% (3)	14.29% (2)	14	0	1.19	3.14

## Qualitative

**Comments -**

- Very fast when going over information, if you don't actually read or have a background with this information it could have been way more difficult overall not bad. If I had to grade Jake I would give him a B-
- Jake definitely knows what he is talking about, but a majority of the time, what he talks about goes over the heads of his students. Since this is a required Psychology course, it needs to relate more to psychology than neuroscience. I felt, as a Psych major, that there was almost no connection to psychology in his teaching and I should have taken an intro to neuroscience course before taking this class. Another thing is the portfolios. There was not a lot of direction in these assignments, and it was much more course work than other classes I have taken at Loras before. His lecture style isn't really effective in active learning, although he did have Twitter discussions and debates in class that I felt were extremely fun and effective ways of learning and challenging other students and myself to critically think. Overall, I really like and enjoy Jake as a person and I feel that his one on one teaching is better than his class style teaching. I think that as he grows as a professor this will pan out and he will become better at engaging students on their level.
- The subject matter of this class is pretty dense and difficult to understand if you're not a science major, which I am not. I'm really happy there isn't a final exam because I would definitely fail. Jake tries to make it interesting and simple, but some people just aren't cut out for comprehending complicated sciencey stuff. The first twitter discussion was a little weird to do and hard to manage, but they became easier and more fun as the semester went on. Jake is very personable and understanding. He is definitely excited and passionate about what he does, which is nice to see and it makes class more engaging.
- Dr. Jake is really interested in what he teaches and makes it more fun to learn. he also tries to teach us in different ways
- As the semester went on I feel like I started understanding better, but overall most of the time I was lost and couldn't quite keep up with all of the complex processes--I also feel like the classes was a bit unorganized.
- I liked the discussion in class, and really enjoyed having our own portfolios to investigate a topic we were interested in. Maybe more class debates in place of the twitter discussion would be better.
- Jake is really nice and really cares about the class. It isn't that he is a bad teacher because he's not. The problem was the way the class was taught. The lectures were boring and it was hard to pay attention. Then you had to do tests based on a ton of information. The class assignments were really confusing. A lot of them were being done for the first time so there was some trial and error. Overall the class wasn't amazing but I think if the lectures changed and the class work became clear it would be fine.
- I think you are one of the most intelligent teachers I have had throughout my life. you do a very well job helping students to your best ability. I really appreciate the take home quizzes, mostly because I take longer on them and get anxious when people start finishing before me. I like that I can lock myself in a room and not worry about this. Also, I have learned a lot on my specific topic that I had little to no knowledge before. I hope all of your courses are as similar to this course's structure because I highly recommend how you teach. Thank you
- It was clear that Jake knew the subject matter and really put in an effort to explain it. The directions for the projects and assignments were always very difficult to understand, whenever i asked anyone about it in class the common answer was i have no idea. I like the major and minor artifacts way more than the typical essays and tests but i think that need to be explained more at the beginning and have examples given
- Need more direction with major and minor artifacts. Didn't like how that was done. Was okay with quiz format. You're a nice dude.
- had a great time and learned alot. thank you
- Jake was very knowledgeable about the subjects he was teaching, and it was very obvious he was passionate about them. He has a lively personality and is a great mentor, he's easily approachable and very helpful in general. Jake introduced certain things such as debates and twitter discussions that were really cool and helped me to learn and interact in new and challenging ways. However, this was a required Psychology course, and a lot of the information presented was neuroscience based. This is fine, but basic concepts need to be explained. There is no prerequisites for this class, yet Jake taught like everyone had taken at least one or two neuroscience courses, so a lot of information went over the majority of our classes heads. The class should be geared more toward psych majors. I also think Jake could use simplified language in general just to make topics clearer. Even still, I really liked Jake as a person, and I think he can improve to make a great professor one day. He challenged us to be creative by giving us portfolio projects in which we were to apply in class topics to our own topics of choice. This ended up being a really cool experience for me. Overall I really liked Jake and what he tried to do, but I think the way the class is taught could be better.